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ABSTRACT

A listing of state efforts in foreign language education and international studies compiled from results of a telephone and mail survey of state foreign language supervisors is presented. For those states for which information was not available from supervisors, consultants, or education officials, other sources were consulted, including commission reports, information on proposed legislation, and foreign language association newsletters. The data reported vary from state to state, but in many cases include information on proposed or existing task force initiatives and reports, professional association reports and recommendations, state law requirements, graduation and degree requirements, college entrance requirements, enrollment rates, experimental or special programs, statewide excellence goals, program development, accreditation goals and requirements, state level staff, and state proficiency examinations. (MSE)

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STATE INITIATIVES AND ACTIVITIES

IN

FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Joint National Committee for Languages

May 15, 1984

FL014 439

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The following report has been compiled from information received in response to a series of letters and telephone calls to foreign language supervisors throughout the country. While this is by no means a detailed account of everything occurring in the field, it is an overview of the various state initiatives and activities regarding foreign languages and international studies occurring at this time. Realizing that these activities are part of an on-going, ever-changing process, it should be understood that this information is current through April 30, 1984, and that the status of some states may have changed by the time this report is received.

For those states where information could not be acquired from supervisors, consultants, or education officials, every attempt was made to locate material from other sources. These sources included commission reports on file in the JNCL office, letters received concerning proposed legislation, and the newsletters of various foreign language associations.

This report was prepared in order to provide some useful information to national policy makers, state governments, and concerned organizations in their efforts to determine and chart the course of foreign language study in this country. It is, by no means, exhaustive and should serve as a beginning to determine additional activities and areas of study needed.

ALABAMA

The State Board of Education has established two high school diplomas, one of which requires two years of foreign language study. The University of Alabama at Tuscaloosa has established a one-year foreign language exit requirement. A task force has been established to study foreign language education. Teachers of Spanish and French must pass a state proficiency test.

ALASKA

Alaska Foreign Language Association - Foreign Language Learning in Alaska: Data, Analysis and Recommendations for the Eighties

In its report, the Alaska Foreign Language Association recommends that:

"The governor appoint a State Commission on Foreign Language and International Education."

"The Department of Education fund a full-time foreign language supervisor; assist local school districts in fully implementing the second language instruction policy; develop clear, adequate minimum professional standards for foreign language teachers and recommendations to guide administrators in hiring such instructors; help local school districts with funding, information, and other support to establish sound and effective foreign language programs in the elementary schools and to coordinate these with programs at the secondary level; establish a library of resource information and support materials, including not only printed materials, but also computer software, video, audio, and film materials; and develop instruments for assessing student proficiency in a second language and monitor the assessment on an on-going basis."

ARIZONA

The Report of the Governor's Committee on Excellence in Education has recommended that foreign language be a required subject.

ARKANSAS

A new state law mandates that, by 1987, all state accredited schools offer at least two credits of a foreign language.

The University of Arkansas, beginning in 1987, will require two units of a foreign language for admission to the Liberal Arts School.

CALIFORNIA

The Education Code and Title 5 of the California Administrative Code requires that schools offer foreign language study in grades 7 through 12. State Senate Bill 1402 would require that, as of 1987, all students must complete one full year of foreign language and fine arts for high school graduation.

STATEWIDE FOREIGN LANGUAGE ENROLLMENT DATA
BASED ON CALIFORNIA BASIC EDUCATION DATA FOR 1980-1984

TABLE ONE

1983-84 Enrollments by Level*

Level	Chinese	French	German	Italian	Japanese	Korean	Latin	Portuguese	Russian	Spanish	Vietnamese	Total
K-8	244	10,503	1,951	176	36	195	N/A	134	133	40,264	37	53,50[illegible]
1st/2nd	644	84,596	21,242	1,384	384	28	5,303	408	562	238,585	34	352,72[illegible]
Advanced	245	16,922	4,734	293	142	17	682	91	165	38,260	0	61,46[illegible]
Total	1,133	112,021	27,927	1,853	562	240	5,985	633	860	317,109	71	467,69[illegible]
											+ Other	7,428
												475,118

TABLE TWO

1982-83 Enrollments by Level**

Level	Chinese	French	German	Italian	Japanese	Korean	Latin	Russian	Spanish	Total
K-8	389	11,940	2,471	893	150	0	N/A	100	41,826	57,769
1st/2nd	468	80,741	21,306	1,157	348	26	5,108	570	224,061	333,785
Advanced	228	15,756	4,817	191	68	219	769	272	36,035	58,355
Total	1,085	108,437	28,594	2,241	566	245	5,877	942	301,922	449,909
									+ Other	9,567
										459,476

*Data collected October 1983
**Data collected October 1982

COLORADO

In a recent survey of elementary and secondary schools in Colorado, only 66 of the 189 elementary schools surveyed

offer a foreign language. However, 39% of those schools not offering foreign languages felt they were equipped to do so. 62% of elementary instructors felt that foreign language should be taught at the grade school level.

91% of the 536 secondary schools surveyed offer a foreign language, the most popular of which is Spanish. Study of languages is not required for high school graduation. Teachers at both the elementary and secondary levels felt that global awareness needed to be emphasized in the curriculum, and they felt this could be accomplished through greater cooperation between social studies and foreign language departments.

The results of the survey are currently being used by the Colorado Department of Education, Task Force on Foreign Languages, whose purpose is to investigate and recommend improvements in foreign languages and international studies, to asses teacher training and certification, and to assess the need for a foreign language high school graduation requirement.

CONNECTICUT

The State Board of Education has prepared a set of course requirements for high school graduation; however, these requirements do not include foreign languages. The Connecticut Council of Language Teachers has urged the state legislature to add language requirements to the package.

DELAWARE

House Bill 284 includes Special Service Unit Programs for elementary and secondary foreign language instruction.

FLORIDA

Implemented in school year 1982-83, local school districts match, on a one-to-one basis, state funds for FLES (foreign languages in elementary schools) programs.

The 1983 Florida State Legislature enacted several laws pertaining to foreign language study, including:

a) Rewards for outstanding high school graduates who complete an advanced program of prescribed studies, including four years of a foreign language.

b) Beginning in August 1987, Florida residents must have two foreign language credits in order to be admitted to state universities in Florida. Currently, there are no foreign language requirements in the high schools.

c) Each district school board must adopt student performance standards for academic programs, including foreign languages, in grades 9-12.

The State Board of Education has adopted a statewide goal of excellence in education and has also adopted indicators of this excellence. The foreign language indicators are:

- the number of students scoring in the upper range of the American College Board tests.
- the percent of high school students in advanced-level foreign language courses.
- the percent of high school students in advanced placement courses.

GEORGIA

The Board of Regents for Colleges and Universities has recommended that two years of foreign language study be required for admission into state colleges and universities. This requirement will go into effect in 1987.

A proficiency test is required for teachers of Spanish, French, Latin, and German.

HAWAII

To date, no information has been received.

IDAHO

After 1988, four semester credits in the humanities, which include foreign languages, will be required for high school graduation.

ILLINOIS

The State Board of Education is currently in the process of revising and considering approaches to education to replace all previous mandates with programs based on outcomes. A number of reports and public hearings have taken place during the last two years. Recently, a broad-based Citizens Committee was appointed to follow up on the results of these reports and hearings.

The most recent State Board of Education study of curriculum resulted in a draft document identifying six fundamental areas of learning. Foreign languages was not one of the areas, but it received an individual addendum as an area of recognized importance requiring additional study and continued consideration. A follow-up study recommending that foreign languages be treated as a seventh fundamental area will be issued for Board consideration prior to their final recommendations to the state legislature.

INDIANA

All public high schools and accredited non-public high schools must offer foreign language instruction. For minimum accreditation, a school must offer a two-year sequence in one foreign language. For maximum accreditation, a two-year sequence of one language and a four-year sequence of a second language is required.

Beginning with the graduating class of 1989, the language arts requirements will be increased from three to four credits. The fourth year of language arts may be waived if a student has successfully completed three levels of foreign language study.

At the junior high school level, a new proposal would provide an allotment of 200 minutes per week for foreign language instruction.

Teacher candidates, including foreign language candidates, must now, in order to obtain a license, pass a test of proficiency in his/her area of specialization.

IOWA

The Honorable Terry E. Branstad, Governor of the State of Iowa - Report of the Governor's Task Force on Foreign Language Studies and International Education

In its report to the governor, the Task Force recommended that a comprehensive foreign language and international studies program extending from kindergarten through college should be promoted throughout the state.

Recommendations for the post-secondary level included increasing "the international content of existing programs", developing programs for language and international studies at the elementary level, and promoting programs in the less-commonly taught languages.

It was also suggested that competence in a foreign language be required for either high school graduation or admission into Iowa's colleges and universities.

It was recommended that foreign language teachers be required to demonstrate proficiency in the language they teach.

Other recommendations include:

- the promotion of international exchange programs
- the development of pilot programs
- the development of a productive relationship between the business community and educational institutions
- the creation of a Commission on Foreign Language Studies and International Education.

KANSAS

The Kansas State Department of Education reinstated the position of Foreign Language Specialist, a position which has not existed for over ten years.

Legislation is currently before the State House of Representatives that would establish foreign language requirements for admission to state colleges and universities.

KENTUCKY

While there is no foreign language requirement, two years of a foreign language is recommended for the pre-college curriculum, and three levels of a foreign language must be offered for a high school to be accredited. In addition, a course in world civilization is required for the pre-college curriculum.

LOUISIANA

The Board of Elementary and Secondary Education, in January, 1984, enacted the following requirements:

1. Beginning in grade 4 in 1985-86 and extending to grade 6 by 1987-88, an elementary foreign language program for 30 minutes every day shall be required for all academically able students.

2. Beginning with grade 7 in 1987-88 and extending to grade 8 by 1988-89, a foreign language program of at least 150 minutes per week of language arts time shall be required for all academically able students.

A motion to require two years of foreign language study for high school graduation was narrowly defeated.

French as a Second Language-Bulletin 1536 1983-84

Approximately one-half of the school districts have a French as a Second Language Program. This program is designed to teach English-speaking students in grades 3-8 French language arts and francophone culture. Instructors in the program include 135 Foreign Associate Teachers from Belgium, France, and Quebec.

The elementary immersion program offers children instruction in all subject areas in French, except music and physical education, with emphasis on subject matter. This offers students the opportunity to become fluent in a second language while learning basic skills. A provision for English language arts development is included.

The International High School is designed to offer qualified junior and senior students a program of studies geared toward fluency in French and to serve as an introduction into the international marketplace.

MAINE

Recent legislation would appropriate funds to create the position of Consultant for Languages in the Department of Educational and Cultural Services' Division of Curriculum.

Report and Recommendations of the Maine Advisory Council on Foreign Languages and International Studies - 1981

The Council's recommendations to the Department of Educational

and Cultural Services (DECS) are as follows:

"in cooperation with Maine's institutions of higher learning, [DECS] undertake a comprehensive survey of foreign language in the State. Areas of investigation should include enrollments in foreign languages by grade levels and by years of study, the impact of bilingual-bicultural programs, intensive language learning experiences, foreign language requirements and curricula in colleges and universities, needs for instruction in critical languages, the existence and quality of exchange and study abroad programs, the role of foreign languages in commerce and industry in the State."

"form a task force consisting of members of the institutes of higher education, the DECS, and teachers of foreign languages to study the standards for certification of teachers of language and international studies."

"through the Commissioner of Education, establish a State and regional advisory structure" consisting of "two regional advisory foreign language and international studies committees" and "a State advisory council."

Recommends to teachers and administrators that inter alia:

"school systems or school districts offer the possibility of studying a foreign language to all students at the earliest possible age."

"school superintendents and teachers stress the importance of a global perspective for all students."

"school and college administrators support increased long and short term international exchanges of students at more schools than presently afford them."

Recommends to Colleges and Universities that:

"they require some language proficiency for admission or for graduation and consider foreign language study as an integral part of any general education program."

"they provide for every student the opportunity to develop a global perspective through area studies, interdisciplinary courses, required language proficiency, study abroad or ... multicultural activities."

MARYLAND

The Maryland State Department of Education will incorporate

international education into the proposals it is developing for the state foreign language curriculum. International education is already included in the social studies curriculum.

A university-wide Task Force on Foreign Languages has been created by the University of Maryland. Members include representatives from the Maryland State Department of Education and all university campuses.

Legislation supporting the establishment of international high schools died in committee, but the legislation will be resubmitted in 1984-85.

Baltimore requires instruction in either French or Spanish in middle school. Prince Georges County will require two units of a foreign language by 1987.

MASSACHUSETTS

While no action has been taken, discussions on the need to promote foreign language learning are taking place. A report by the Joint Committee on Education pointing out the importance of foreign languages has been circulated to state officials. A State Board of Education initiative would provide for more coordination between bilingual and foreign language education. Programs to promote coordination between the college and high school levels are underway also. Currently, a survey on the state of foreign language education is being conducted, and the creation of a State Foreign Language Supervisor position is being considered.

MICHIGAN

A recent position paper and policy statement of the Michigan State Board of Education urges the reinstatement of foreign language requirements for admission to state universities. It recommends that colleges and universities stress the benefits of overseas study programs and include foreign language requirements in all international studies programs.

MINNESOTA

A Task Force of the College of Liberal Arts at the University of Minnesota's Twin Cities campus (the state's largest college) recently recommended the following requirements, which are expected to be approved in late spring.

In 1986, incoming freshmen without a year of foreign

language study must take one, no-credit, remedial course. In 1987, this would be increased to two years or two no-credit courses and in 1988, three years or three courses. However, students choosing a less popular language, such as Russian or Chinese, would begin earning credits immediately. In addition, students would need three quarters of a foreign language to graduate.

The University is also requesting $500,000 from the state legislature for the implementation of new foreign language programs.

The State Board of Education has proposed that all school districts offer at least two years of language instruction; one year less than the CLA 1988 standard.

MISSISSIPPI

The position of Foreign Language Consultant has been terminated. No other information is available.

MISSOURI

For accreditation, an AAA high school must offer two foreign languages and an AA high school must offer one foreign language. 16% of the total high school enrollment is in foreign languages.

MONTANA

No activity is taking place. However, the implementation of elementary foreign language programs is being investigated. Also, there have been discussions about instituting a foreign language requirement for high school graduation.

NEBRASKA

Nebraska's Schools: The Report of the Governor's Task Force on Excellence in Education

The Task Force recommends that all high schools offer at least two years of a foreign language, and that two years of a foreign language be required for high school graduation.

The report supports the President's Commission on Excellence

in Education recommendation that foreign language study should be started at the elementary level in order to achieve language competence. It also believes that social studies and foreign language should be coordinated closely to give students a more global perspective.

NEVADA

There are no foreign language requirements at the present time. The secondary education course of study, which will be revised next fall, may have some effect on foreign language education. No other action is being taken.

NEW HAMPSHIRE

In the Proposed Standards for New Hampshire High Schools (September 1983), all approved high schools are to provide five units of credit in foreign language, composed of a three-year sequence of the first language and a two-year sequence of the second. Foreign language study is a restricted elective. Four units (of eighteen) must be selected from at least two of the four fields offered as restricted electives.

NEW JERSEY

Governor Thomas H. Kean's Proposal for New Jersey

"The New Jersey Board of Education would allow successful mathematicians, scientists, linguists, and journalists to pass a competency test in their subjects, then go into classrooms as paid teaching interns. If they performed well, they would be issued permanent teaching certificates at the end of the year."

NEW MEXICO

New Mexico does not have a foreign language supervisor, and no action is occurring at the present time.

NEW YORK

New York State Board of Regents Proposed Action Plan to Improve Elementary and Secondary Education Results in New York - Revised February, 1984; Approved March 23, 1984

School districts would receive state aid on the basis of the number of students enrolled in foreign languages in grades K-9. Additional aid would be given to districts for each student passing an approved proficiency exam before completion of the ninth grade and for each student passing the Regents examination in a second language over the number passing in 1983-84.

Beginning with the class of 1989, all candidates for a Regents diploma not completing an extended program of occupational education, music, or art must have three credits of a second language and pass the Regents proficiency examination. This requirement will apply to all Regents candidates in the class of 1992.

All students passing the Regents proficiency examination, including those seeking a local high school diploma, will receive one credit toward the diploma.

All public schools must offer instruction in at least one second language in grades 7-12 by 1988. All public school students, beginning with the class of 1992, must have one unit of a second language before grade 9. Starting with the class of 1994, this requirement will increase to two units.

NORTH CAROLINA

Curriculum Study - Foreign Languages, a report from the Foreign Languages Curriculum Study Committee to the North Carolina Board of Education, 1983

The Committee recommends (that):

"every student study a second language everyday for thirteen years; some students will study more than one language."

"... methods be developed to increase the efficiency of foreign language teachers in the teaching of communication skills."

"the maximum size for foreign language classes be limited to 20 students in grades 7-12," and should not exceed 10-15 at the elementary level.

"the preparation of public service announcements for local media and the promotion of a 'Year of Foreign Languages' in order to increase public awareness of the importance of second language study."

NORTH DAKOTA

A higher level foreign language unit (second year or above) may be substituted for the fourth language arts unit requirement. All students are encouraged to take a foreign language.

OHIO

Ohio Foreign Language Task Force Report

Recommendations include:

"Appointments of a permanent Advisory Council on Foreign Languages and International Studies. Its job would be to keep track of foreign language career opportunities in Ohio and to inform teachers, guidance counselors, school administrators and school board members; develop public awareness in the legislature and among the citizenry of the value of foreign language and international studies; assist in improvement of existing programs; and encourage increase of enrollments... Educators, business people, media representatives, and concerned citizens should be appointed for three-year terms to the Council, which would be funded by foundations and other areas of the public sector."

"The State Department of Education should upgrade the requirements for the certification of foreign language and international studies teachers, and teacher education and professional development programs in these fields should be strengthened and expanded."

"Approved teacher education colleges should be required to 'Provide for demonstrated proficiency on the part of candidates for foreign language certification.'" "Courses should include applied linguistics, civilization and contemporary culture, literature and psychology of language and/or psycho-linguistics as well as international studies; prospective teachers of international studies should complete courses in a foreign language."

OKLAHOMA

Final Report from the Task Force on Foreign Language Education in Oklahoma

Recommends that the State Board of Education:

"establish a requirement that every secondary school of the state offer foreign language study as a regular part of its curriculum in order to qualify for state accreditation."

"take immediate steps toward implementation of foreign language education at the elementary school level staffed with quality, certificated personnel."

"encourage the establishment and maintenance of foreign language programs in the state's junior high and middle schools."

"create a standing advisory council on foreign language education."

The Task Force also recommends that teaching requirements be upgraded, that state colleges and universities require a minimum of two years of foreign language study for admission, and that funding be sought from the state legislature for the development of international high schools.

Several bills on teacher incentives are currently before the Oklahoma State Legislature. House Bill 1801 would authorize the Regents to provide incentive loans to students who agree to teach mathematics, science, or a foreign language in the public schools. The loans could be converted into interest-free scholarships after a period of service has been rendered.

OREGON

Report of the Oregon Governor's Commission on Foreign Languages and International Studies

In its report to the Governor, the Commission recommended that elementary schools provide an introduction to foreign language study before grade eight. Students who do not complete such a program by grade seven should enroll in a 12-week exploratory program. The language should be continued in middle/junior high schools.

Secondary schools should encourage students to take part in a wide variety of international instruction. Foreign language should be studied for a minimum of two years, but students should be urged to study four years to acquire general oral and written competence.

It is recommended that the Department of Education insure compliance with performance goals and develop methods for testing achievement in foreign languages.

Colleges and universities should require a minimum of two years study of a foreign language for admission and at least one full-time course for graduation. International studies majors should demonstrate a proficiency in a foreign language and should study abroad if possible.

The Commission further recommends that all teacher candidates complete at least two years of foreign language study and a one-year course dealing with international subject matter. Foreign language teachers should demonstrate an oral proficiency at least at the S-3 level.

International exchange programs should be encouraged at all levels for both students and faculty. Foreign students should be encouraged to enroll in the state's colleges and universities.

PENNSYLVANIA

Foreign languages, although recommended, are not required in Pennsylvania. A bill requiring two years of a foreign language for high school graduation was recently defeated by the state legislature.

Every school district must offer at least two languages other than English, one of which must be a modern language. One language must be offered for at least a four-year sequence. Languages may be taught at the elementary level.

Programs must be offered for students whose dominant language is other than English. These programs may be bilingual/bicultural or ESL programs.

RHODE ISLAND

The state legislature requires that all college-bound high school students complete at least two years of a foreign language.

There is currently discussion for instituting these requirements for <u>all</u> students for high school graduation.

SOUTH CAROLINA

Beginning in 1988, it will be required that all students complete at least two years of a foreign language before entering a state-supported institute of higher education.

A proposal to increase the number of credits required for high school graduation is currently before the state legislature. It is anticipated that this proposal, if passed, would have a favorable impact upon foreign language programs in the state.

SOUTH DAKOTA

Legislation has recently passed requiring all students to successfully complete two years of a foreign language before entering a state college or university.

As a result, secondary schools are now required to offer at least two years of a foreign language.

TENNESSEE

No action is being taken at this time.

TEXAS

Legislation has passed requiring foreign language teachers, beginning May 1986, to demonstrate a high level of oral proficiency.

The State Board of Education, in March 1984, mandated a basic curriculum for the schools. In the fall of 1984, freshmen will choose a program of either 21 or 22 credits. The latter program requires that students take 2 units of a foreign language. In the fall of 1985, all Texas public school districts must offer levels I and II of a foreign language.

UTAH

A commission on languages has been formed and charged with four responsibilities:

1) establishing a rationale for implementing foreign language programs in grades K-12.

2) discussing which languages should be taught.

3) discussing the need for continuity and articulation in foreign language programs.

4) developing recommendations for the creation of standards and how these standards can best be achieved.

The April 2, 1984 Salt Lake Tribune reported that a fourteen-member committee of teachers and parents strongly recommended that foreign language instruction be included in Salt Lake City's elementary school programs.

Children may also receive foreign language instruction, at added cost, before or after regular school hours in many locations.

A 1982-83 report found that 18.67% of Utah's students are enrolled in a foreign language. That figure is now estimated to be 25-30% and is expected to increase. This increase has been attributed to the announcement, by the University of Utah, that students must complete two years of the same foreign language for admission. Brigham Young University has announced that its students must have a specialty in either math, science, or foreign language. For foreign languages, this involves 15-20 semester hours above the lower-level language courses.

VERMONT

New teacher certification regulations have been passed into law. Those for foreign language teachers include:

"Proficiency in a modern foreign language including:

a) the ability to understand conversation of normal tempo;

b) the ability to communicate with a native speaker of that language with a command of vocabulary and syntax sufficient to express thoughts in conversation at normal speed and with good pronunciation;

c) the ability to read with immediate comprehension prose and verse of average difficulty; and

d) the ability to write a simple 'free composition'... with clarity and correctness in vocabulary, idiom and syntax."

"Knowledge of the differences between the sound systems, forms and structures of the foreign language and English."

"An understanding of languages as an essential element of culture; an understanding of the principal ways in which the foreign culture resembles and differs from

that of the United States; and an understanding of the geography, history, social customs, literature, art and music of the foreign culture and their role in the contemporary civilization of the culture."

Four standards apply to teachers of Classical Languages (Latin and Greek):

"Standard I

a. a ready comprehension of standard authors

b. an ability to translate into Latin or Greek from English

c. an ability to recite both prose and poetry and to conduct practice drills orally.

Standard II

a. a knowledge of the grammar, syntax of Latin or Greek

b. knowledge of the place of Latin and Greek in the etymology of English words

Standard III

a. knowledge of the literature and culture of Greece and Rome

b. a reading knowledge of at least two foreign languages (ancient and modern)

Standard IV

a. skill invaried and lively teaching activities

b. an interest in continuing to study Classical antiquity and in evaluating and learning new methods of teaching."

Proposed School Approval Standards

Foreign Language Program specifications:

"Three years of instruction in at least one second language are offered in grades 9-12."

"Students have access to some of the following: taped materials of native speakers of the second language, cultural artifacts and a library of varied materials written in the second language."

"The second language curriculum is integrated with other curricula in the school, and with the second language curricula of sending and receiving schools."

VIRGINIA

All accredited schools must offer at least three years of foreign languages. Beginning fall 1984, foreign language programs will be available in the eighth grade. A new 22-unit diploma (differing from the 20-unit general diploma), in which students must take at least 3 units of one foreign language or two units each of two languages, will be offered. 32% of all students are now enrolled in foreign languages - the highest percentage since before World War II.

WASHINGTON

State Language Policy Position Statements - Adopted by the State Board of Education, January 27, 1984.

1. Every student graduating from a Washington State high school should possess functional competence in English.

2. The ability to use more than one language is a clear advantage in today's world and has direct implications for commerce, industry, and national defense.

3. Every student graduating from A Washington State high school should have the opportuninty to attain reasonable proficiency in another language, and students should be actively encouraged to study a second language long enough to become proficient in understanding, speaking, reading and writing the language.

4. The study of Latin is a desirable alternative to study of a modern foreign language for those students for whom this choice is appropriate.

5. Wherever it is feasible, second language study should begin early in the elementary school in order to take advantage of the recognized language learning potential of young students and to guarantee the availability of a sequence long enough to produce true competence.

6. Existing language resources should be developed and utilized whenever possible. Such activities include providing assistance in home language and culture maintenance to students who arrive speaking a language other than English and using these students as authentic guides for others studying a second language.

7. Efforts to develop programs of study in the less commonly taught languages should be intensified throughout the state.

During the last three state legislative sessions, proposals have been introduced for funding in the following areas:

1) programs for social studies classes covering Pacific Rim countries, including Chinese and Japanese instruction.

2) grants for reimbursing school districts for the costs of instituting foreign language instruction in elementary schools.

3) summer institutes for foreign language, social studies, and bilingual teachers plus summer classes in Chinese and Japanese.

To date, funds have not been allocated, however, these proposals are gaining support in the legislature.

WASHINGTON, D.C.

Beginning with the class of 1984, all D.C. Public School graduates must have one unit of foreign language study.

The D.C. Public School Department of Foreign Languages holds annual oral language proficiency contests. Eventually, these may be open to private and parochial schools as well.

The Department of Social Studies and the Department of Foreign Languages are collaborating on the design and implementation of an international studies program for D.C. high schools.

WEST VIRGINIA

The State Board of Education is in the process of developing a sophisticated curriculum for all areas of study.

They have conducted exploratory studies on foreign language programs in later and mid-childhood education.

There are no foreign language requirements at this time, although schools must offer them.

WISCONSIN

A bill is currently pending before the state legislature which would require all schools to offer foreign languages by 1990.

The state has supported a Foreign Language Specialist for the past twenty-four years.

A state law requires bilingual education for classes with more than ten LEP students, and it provides $2 million to cover 70% of the costs for this instruction.

All ESL and foreign language teachers must be certified by the Office of Public Instruction.

WYOMING

There are no state-wide initiatives. All foreign language programs are the responsibility of local school districts.